

Rollins College Rollins Scholarship Online

Executive Committee Minutes

College of Liberal Arts Minutes and Reports

8-29-2019

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, August 29, 2019

College of Liberal Arts Executive Committe

Follow this and additional works at: https://scholarship.rollins.edu/as_ec

Recommended Citation

College of Liberal Arts Executive Committe, "Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, August 29, 2019" (2019). *Executive Committee Minutes*. 199.
https://scholarship.rollins.edu/as_ec/199

This Minutes is brought to you for free and open access by the College of Liberal Arts Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact rwalton@rollins.edu.



EXECUTIVE COMMITTEE MEETING

August 29, 2019

Agenda

12:30 p.m. in CSS 167

Lunch will be served

- I. Approval of Minutes from 4/25/19 EC Meeting
- II. Business
 - a. Student Life Committee Replacement
 - b. Studio Art Minor in Holt
 - c. Lecturer Policy
 - d. Diversity and Inclusion Statement
- III. Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
 - c. Student Government Association



EXECUTIVE COMMITTEE MEETING

August 29, 2019

Minutes

PRESENT

Jennifer Cavanaugh, Dan Chong, Richard Lewin, Jennifer Queen, Paul Reich, Dawn Roe, Scott Rubarth, Emily Russell, Rob Sanders, Anne Stone, Martina Vidovic, Matthew Weiner, Wenxian Zhang

Excused: Grant Cornwell, Donald Davison

Guests: John Grau, Toni Holbrook, Stephanie Kincaid, Maridath Wilson

CALL TO ORDER

Paul Reich called the meeting to order at 12:30 PM.

APPROVAL OF MINUTES FROM 4/25/19

Zhang made a motion to approve the minutes from the 4/25/19 EC meeting. Lewin seconded the motion. Motion passed unanimously.

BUSINESS

Student Life Committee (SLC) Replacement

Paul Reich

Due to an unexpected vacancy, EC needs to nominate a single faculty member for a one-year replacement position on SLC. Reich sent out a call for self-nominations and received responses from four faculty who are interested in the position. After some discussion, Queen made a motion to nominate Rochelle Elva. Rubarth seconded the motion. Motion passed unanimously.

Reich will work with I.T. to send out an electronic ballot for faculty to ratify the nomination.

Studio Art Minor in Holt

Attachment #1

Dawn Roe

The Department of Art and Art History seeks to add their studio art minor to the curriculum in the Holt School. Roe explained this would give them the opportunity to expand the study of visual arts to the broader Central Florida community and further diversify the Holt curriculum.

The department already offers the courses in Holt time blocks and adding the minor requires no additional staffing.

Sanders asked, in terms of offering the required courses in Holt, would students have assurance they could complete the requirements in a reasonable amount of time? He also asked for more detail regarding expanding the study of visual arts to the broader Central Florida community.

Roe said they are offering three courses this semester and will likely offer three in the spring. Holt students are welcome to take courses in the day school as well, and the department reserves seats in those courses just for Holt students. She noted the department plans to use this as a recruitment tool and said this will give students who cannot attend day school the opportunity to engage with their program.

Sanders recommended having a future conversation about creating this as a stand-alone credential. Zhang asked about anticipated enrollments and impacts on staffing. Roe said they expect very modest enrollments. They will track the program over time but do not expect any impact on staffing.

Lewin called the question. EC unanimously approved adding the Studio Art minor to the Holt curriculum. The motion will go on the next Faculty Meeting agenda for vote.

Lecturer Policy

Attachment #2

John Grau (for Donald Davison)

Grau explained how the Faculty Affairs Committee (FAC) developed their recommendations for lecturers. Last year 15% of full-time faculty were at the lecturer level and FAC strongly feels the percentage should go no higher. There are significant inequalities in lecturer salaries and workloads. Beyond teaching, some lecturers become engaged in service for the department/school, lead entire programs at the College, and have advising responsibilities. Because renewal contracts for lecturers are sent late in the academic year, FAC fears we are losing great faculty. FAC recommends putting a compensation policy in place that rewards lecturers who do advising, have other service roles, and have remained at Rollins for six years. FAC discussed adding a senior lecturer title but decided against that.

Cavanaugh said lecturers have an annual evaluation that is due in February and that is why their contract renewals go out late in the academic year. She also noted lecturers have overwhelmingly indicated to her that the title of senior lecturer would make a difference and asked why FAC decided against that. Grau asked how would that be evaluated, and would it be determined retroactively? Reich mentioned Chris Fuse said they did not want to burden FEC with more evaluations.

Russell suggested the six-year marker could trigger a lengthening in the term of their evaluation and suggested a 3-5 year cycle.

Rubarth asked what are we voting on and would these recommendations be codified? Reich said we are voting to approve the recommendations from FAC, and they would be passed on to the Provost who may or may not implement them.

Chong said he is ambivalent about the senior lecturer title but is in favor of a three-year review cycle after six years of service. He asked if FAC would consider a proposed revision. Grau said they would. Chong suggested it would help to clarify which activities constitute service, and asked what effect would applying the policies retroactively have on our salary pool? Russell recommends striking the retroactive recommendation.

Since it seems EC is not yet comfortable sending this document to the full faculty, Reich recommended sending it back to FAC to reconsider these issues.

Grau will take the recommendations and discussion points back to FAC to revisit.

Diversity and Inclusion Statement

Attachment #3

Toni Holbrook (for Carol Lauer), Stephanie Kincaid, Maridath Wilson

Holbrook explained the Statement of Principles on Diversity and Inclusion on campus came out of the strategic planning process last year. Carol Lauer completed the bulk of the work on the statement and it is the result of a thorough examination of our benchmark and other institutions.

Wilson said the statement came to the Diversity Committee (DC) in January/February and was held back because the committee's plate was full for the year. It was originally written as a "policy", but the Committee was uncomfortable with that terminology. DC also recommended changes to the language to include historically underrepresented groups. DC is seeking endorsement from EC before taking it to the full faculty.

Roe recommends combining #3 and #4 under Section II – Principles, since they say the same thing.

Wilson asked if we have flexibility to make changes since the document was already vetted through our legal team. Holbrook said there shouldn't be an issue with collapsing #3 and #4. Queen suggested deleting #3 and adding "accessible" to #4. Holbrook will circulate that change.

Kincaid said they will take it back to the Diversity Committee and bring the change to Toni Holbrook. DC meets in two weeks.

Reich said he would need to have the revised document by the 12th to include it on the agenda for a vote at the first Faculty Meeting. Lewin noted we could pencil it in on the agenda with the understanding that the proposed revision is accepted by the Council.

Queen made a motion to approve sending the Diversity and Inclusion Philosophy and Principles to the full faculty pending the proposed revision. Motion passed unanimously.

Hurricane Dorian

All

EC discussed Hurricane Dorian and how it will affect the work of FEC this semester. Cavanaugh said Joan Davison does not want to request we abrogate the Bylaws, but a couple of CEC's may need some extra time. Stone said even in that situation we will still need to abrogate the Bylaws to provide an extension of the due date for CEC letters. Cavanaugh will ask Joan Davison to notify EC by September 5th.

Queen made a motion that if it becomes necessary to abrogate the Bylaws, EC will conduct an electronic vote of the faculty. Zhang seconded the motion. Motion passed unanimously.

Singer reported there is now an academic presence on the Emergency Management Team. Classes have been cancelled for Friday, Tuesday, and Wednesday. The College will shut down at 4:00 p.m. Sunday.

Cavanaugh asked if faculty can offer to host international students during the storm. Singer said it's tricky because they would need to have their homes inspected first. Faculty considering this should reach out to Meghan Harte Weyant.

Queen asked if we plan to use our contingency days to make up for the storm closure. Singer said until we miss 5 consecutive days, we do not have to use the contingency days. For now, she encourages everyone to work with students to be safe and help them understand they must leave the dorms since all access will be shut down Sunday afternoon.

ADJOURNMENT

Paul Reich

Dan Chong made a motion to adjourn. Meeting adjourned at 1:47 PM.

ATTACHMENT 1

The Department of Art & Art History is hoping to add our existing Studio Art minor to Holt's curricular programs beginning in Fall 2019 (see attached minor map). We see a Studio Art minor in the Holt School as an opportunity to expand the study of visual art to the broader Central Florida community, further diversify the Holt School curriculum, and better serve the needs of our entire student population.

For the last 20 years, the department has regularly offered cross-listed courses such as Human Figure Drawing, 2D Foundations, and European Art. More recently, we've been averaging 4 cross-listed courses per year including electives and core courses representing the broad spectrum of our curriculum from photography to printmaking. Holt students in our courses have expressed an interest in taking additional studio art courses, particularly if they could earn a minor by doing so.

We have found that we can easily create a Studio Art minor in Holt without any changes to our course offerings and without any additional staffing, we would simply offer a few courses later in the day, though all Studio Art courses would be open to Holt students regardless of time offered (as in Music and English). We also believe that by offering a Studio Art minor in Holt, we may see a modest bump in our enrollment numbers over time. Of course, we will track these numbers closely during the first few years of the minor in order to manage the program's growth.

Minor Map: Studio Art

Effective Fall 2017

The studio art minor includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment.

Students declaring a studio minor should contact their advisor or the Art and Art History Department chair to discuss course sequencing.

Six (6) courses are required: Two (2) foundation courses, three (3) electives, and one (1) art history. One (1) of the required three electives must be at the **300 level** or higher. At least one of these electives must be an approved Digital Media course (see below for list).

FOUNDATION COURSES

Semester	Course	Sequence/Prerequisite	Grade	G.E.*
ART 110	2D Foundations	1 st Year Course (Required)		
ART 120	3D Foundations	1 st Year Course (Required)		

ART HISTORY COURSES

Students must complete at least one Art History course chosen from the following list:

Semester	Course	Sequence/Prerequisite	Grade	G.E.*
ARH 110	Introduction: Ancient-Medieval Art	Check Catalogue		
ARH 120	Introduction: Renaissance-Modern Art	Check Catalogue		
ARH 140	Introduction to Global Art	Check Catalogue		
ARH 145	Introduction to African Art	Check Catalogue		

ELECTIVES

Two (2) intermediate studio courses at the **200 level** or above, and one (1) advanced studio course at the **300 level** or above. At least one of these electives must be an approved Digital Media Course (see below for list).

Semester	Course	Sequence/Prerequisite	Grade	G.E.*
ART _____	Intermediate Studio: <i>200-Level or above</i>	ART 110 & 120; Check Catalogue		
ART _____	Intermediate Studio: <i>200-Level or above</i>	ART 110 & 120; Check Catalogue		
ART _____	Intermediate Studio: <i>300-Level or above</i>	ART 110 & 120; Check Catalogue		

DIGITAL MEDIA COURSES:

ART 230: Introduction to Digital Media
 ART 223: Graphic Design I
 ART 323: Graphic Design II
 ART 310: Introduction to Video Art

ART 295: Photo – Technique, Form and Content
 ART 300: Photography II
 ART 392: Digital and Mixed Media Printmaking

Name: _____

Date: _____.

FAC Recommendations for Lecturers

- The College commits to a policy stating that lecturers and those at lecturer rank (artists- and entrepreneurs/executives-in-residence) should constitute no more than 15% of the full-time faculty.
- Lecturers earn a minimum salary of \$55,000/yr.
- Any lecturers participating in service activities not outlined in their employment contract or above the 4/4 teaching load must be compensated accordingly. The rate of compensation must be commensurate with compensation practices used for tenure and tenure-track faculty.
- The administration establishes a date by which all lecturers receive contract renewals.
- Following six years of satisfactory performance meeting departmental expectations, lecturers should receive a base-pay increase commensurate with pay increases from assistant to associate professor.
- These policies should apply retroactively to lecturers currently at Rollins.



ROLLINS COLLEGE STATEMENT OF PRINCIPLES

Diversity and Inclusion Philosophy and Principles	Type	Key Institutional
No: KI 1015		Approval Date: X-XX-2019
Responsible Office: President's Office		Reviewed/Approved By: Diversity Council, 3-19-2019; Faculty Exec Council, 4-3-2019; CLA Faculty, X-XX-2019; Crummer Faculty, 4-10-2019; College Policy Committee, 4-10-2019; President's Cabinet, X-XX-2019 Approved By: President, X-XX-2019
Next Review: 2023		Revision No:

I. Rationale and Philosophy

Rollins College is committed to the diverse, equitable, and inclusive environment that is crucial for its mission of providing a liberal arts education for global citizenship and responsible leadership. In such a welcoming environment, all individuals are more likely to achieve their creative and intellectual potential. Simultaneously, the mission requires a Rollins community that supports and encourages inclusivity, empathy, and mutual respect in order to foster open exchanges of ideas, and that values the perspectives of groups historically underrepresented in higher education.

According to the College's Non-Discrimination Policy, Rollins does not discriminate "on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs, admissions policies, financial aid, employment, or other school-administered programs."

To develop into global citizens and responsible leaders, students learn to respect and appreciate individuals with diverse cultural, political, social, religious, economic, and personal identities and backgrounds. They are open to new perspectives that challenge their world views and their ways of knowing and of doing. They cultivate the art of civil discourse and respectful disagreement.

To become productive workers in a global economy, Rollins students cultivate a critical consciousness in relation to their own locations in the "global village" and learn to respectfully collaborate with people from a multitude of countries, cultures, regions, backgrounds, and worldviews. They are open to change based upon what they discover through their cross-cultural exchanges and their experiences collaborating and problem solving with students, faculty, and staff from diverse backgrounds.

To live meaningful lives, Rollins students develop and expand their abilities to appreciate multiple perspectives and possibilities as the foundation for embracing a range of enriching life and work opportunities and fulfilling their potential.

Students best develop these skills and habits of mind by seeing them modeled on a campus that encourages the civil exchange of ideas and the respectful, just treatment of all members of the community, whether faculty, staff, or students. From a stance of humility, students benefit from exposure to multiple ways of knowing and being that reach beyond the confines of campus to include engagement with the local and global community.

II. Principles

A diverse and inclusive Rollins College community:

1. starts with the recruitment, retention, and support of a diverse group of faculty, staff, and students from underrepresented groups, and strives to ensure that these groups thrive, feel respected, and have voice;
2. aims to create a collaborative environment that promotes the robust exchange of ideas and the ability to respect disagreement;
3. engages in ongoing efforts to create a campus that is welcoming and accessible for the entire community;
4. seeks to foster a campus environment that feels secure and welcoming for the entire community and, thus, promotes a sense of belonging;
5. supports individuals with diverse perspectives, socio-economic class, and life experiences, and individuals with multiple and intersecting identities;
6. understands that diverse environments may be challenging because they invite, and even compel, individuals to move beyond what is familiar to them;
7. requires a commitment to public engagement in the larger community and world that aligns with the institutional mission.

III. Procedure or Application

Not Applicable.

IV. Related Policies

College Policy 030.00 *Nondiscrimination Policy Statement*

V. Appendices/Supplemental Materials

Not Applicable.

VI. Effective Date

This policy is effective ***upon approval*** and supersedes all previously issued versions.

VII. Rationale for Revision

Not Applicable.